

Flexible Learning & Access Services
Educational Products & Services

Design and Development Survey

Purpose

This survey is intended to evaluate EP&S client satisfaction with our service in the design and development of teaching and learning resources.

How to complete the survey

Please write your response into the text box provided. Whilst you can answer some questions with “yes” or “no”, ...we would really appreciate if you could provide us with some additional information, especially where you were either not satisfied, or were particularly pleased with aspects of our service.

Please send the completed questionnaire via e-mail to Rosie Meaton at r.meaton@griffith.edu.au. Be assured that your responses will be treated confidentially.

Thank you for your participation.

Evaluation of EP&S Design and Development Services

This survey is intended to evaluate your satisfaction with EP&S services in the design and development of your course / teaching and learning resource. Please help us improve our service by completing this survey.

Your name: Peter Westwood

**Projects (programs, courses, shared resources, etc.) you have developed with EP&S in 2004/2005: Curriculum redevelopment of Year 1 and 2 curricula:
Bachelor of Oral Health in Dental Science
Bachelor of Oral Health in Oral Health Therapy**

QUESTIONS:

1) Were you clear about the process of the development, and your and EP&S staff roles in the design and development process?

The work undertaken was a major curriculum redevelopment exercise responding to feedback provided to the University from the Australian Dental Council. There was very limited time available to undertake the project and a number of people were involved. While we had a reasonable idea as to how we needed to proceed with the project, the full process was not necessarily completely clear to anyone at the outset given the magnitude of the task.

There were no problems with conflicting roles – all participants in the project worked extremely well together in achieving the revised curriculum. The EP&S representative (Marty Fletcher) was fantastic, taking a lead in advising staff re. best practice educational design, developing tools to facilitate curriculum development and ensuring that his efforts complemented those of other staff working on the project.

2) What comments can you make on the advice on educational design you have received from your Educational Designer during the development of your project (i.e. advice regarding learner needs analysis, learning objectives, assessment, content presentation and sequencing, learning activities, use of interactives and tools, teaching and learning strategies, etc.)?

Advice was comprehensive, and sensitively given. The curriculum redevelopment undertaken involved definition firstly of School-level vision and missions, then program-level learning outcomes, which were used to inform course design. In the course design stage, learning outcomes, content sequencing, assessment and teaching strategies were considered. As an integral part of the curriculum development process, in collaboration with EP&S and GIHE, an evaluation strategy was developed. The School voluntarily adopted the new Griffith course outline template and modified this to include information relevant to the accrediting body. A significant initiative stemming from the input by EP&S is the development of a curriculum database (still under development), which will be an invaluable tool assisting the School in its ongoing curriculum development and review.

In addition to leading the educational development of the oral health curricula and advising staff through this process, Marty put considerable effort into training staff in the principles of educational design. Staff in the School are now much more confident in educational design, which will help to ensure curriculum standards remain high in future curriculum development work.

3) What comments can you make on the quality of advice on technical options, possibilities and issues that you have received from EP&S staff during the development of your project (i.e. accessibility issues, presentation of a variety of solutions, costs/time effort for different solutions, etc.)?

Technical options were not the focus of the exercise undertaken.

4) What comments can you make on the project management of the project you worked on with EP&S staff (i.e. were deadlines and milestones explained clearly, was there regular communication and reporting, were project specifications documented for your approval, etc.).

Project management was undertaken from the Health Group. While there was some slippage with milestones (which were collaboratively set), the project met its overall deadline. Communication throughout was extremely positive and collegial.

5) Are you happy with the end result of the development? If not, how could it have been improved?

Yes, very happy. We look forward to the completion of the curriculum database which will inform future curriculum development and review.

6) How do you think the resources created will add to your students' learning experience?

We now have a well structured curriculum across Year 1 and 2 courses that ensures progressive coverage of all of the key topics students need to learn. What we have now is a big improvement on the curriculum that was in place at the commencement of the project.

7) Did you feel you were involved in a collaborative process with all members of the team (i.e. Educational Designer, Graphic Designer, Multimedia Developer, Programmer, Faculty Librarian)?

This project did not require input by graphic designer or multimedia developer, or a great deal from the faculty librarian. However, it was extremely collaborative with partnerships strengthened with FLAS, GIHE, and all schools contributing courses into the oral health programs. Marty contributed significantly to enhancing the collaborative process.

8) What barriers prevented you from fully engaging in the course/project development process?

None.

9) Do you have any additional comments or suggestions?

Marty Fletcher deserves a medal! Not only is he a brilliant curriculum designer, he is an innovator (e.g., initiating the curriculum database concept and a series of proformas to compile curriculum details), a terrific teacher (e.g., teaching curriculum development principles to staff), and a great person to work with.

Thank you FLAS for allowing so much of Marty's time to be dedicated to the oral health project, and thanks Marty, we couldn't have achieved anywhere near what we did without you.

Thank you! We value your time and your input

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Specifications for Proposed Curriculum Database

Known Benefits of Curriculum Database Strategies

The educational value of database technologies in relation to curriculum has been documented, both in general higher education¹ and professional medical education². This value includes both the efficiency of having curriculum documented electronically rather than in traditional paper-based formats, as well as more important quality management benefits for teaching and administrative staff, and pedagogical benefits for students. Curriculum databases allow not only for quick access to particular components of programs; they also support the generation of reports based on queries of interest to instructors, administrators, educational designers, and students.

Pilot Project

This *Specifications* document proposes a database to support needs identified during recent work to upgrade curriculum for the School of Dentistry and Oral Health (DOH). Most of these needs are generic across all University Programs, and the work commenced for DOH could easily provide the foundation for building and trialling an operational model which could be refined and eventually applied across most of the University's Teaching and Learning programs. The needs so far identified are outlined and discussed in the *Use Cases* below.

Use Cases

Strategic Alignment of Curriculum

The relationships between strategic positioning statements and the curriculum of educational organizations are not often readily apparent, but they should be³. The proposed database is not envisioned to record Vision, Mission, and Philosophies of a particular School or Faculty of the University. However, these statements should be developed and periodically reviewed to ensure alignment with stated Program Outcomes (graduate outcomes), which will be documented and stored in the database.

Strategic positioning statements usually pertain to best practice and continuous improvement, and therefore, *Evaluation* is also a critical strategic category, which is documented and linked integrally to the Vision and Mission. Such relationships between strategic positioning, curriculum, and evaluation are shown in Figure 1.

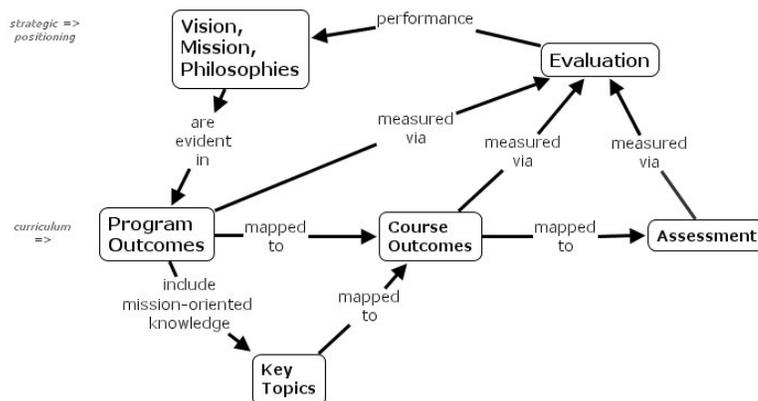


Figure 1
Relationships between strategic positioning, curriculum, and evaluation

Curriculum outcomes are nested, with higher-level Program Outcomes being achieved through iterative and reinforcing contributions of learning at the level of coursework.

Course-level learning outcomes can be certified through valid and reliable assessment techniques. Assessments are mapped to the course-level outcomes by use of appropriate assessment strategies⁴.

Foundational & Generic courses shared between programs

Griffith University has fashioned itself as institution “committed to bringing disciplines together⁵.” Interdisciplinarity is evident in teaching and learning operations where students from different programs may share their learning experience within foundational courses. Figure 2 shows how different disciplines contribute to foundational studies of students in DOH programs.

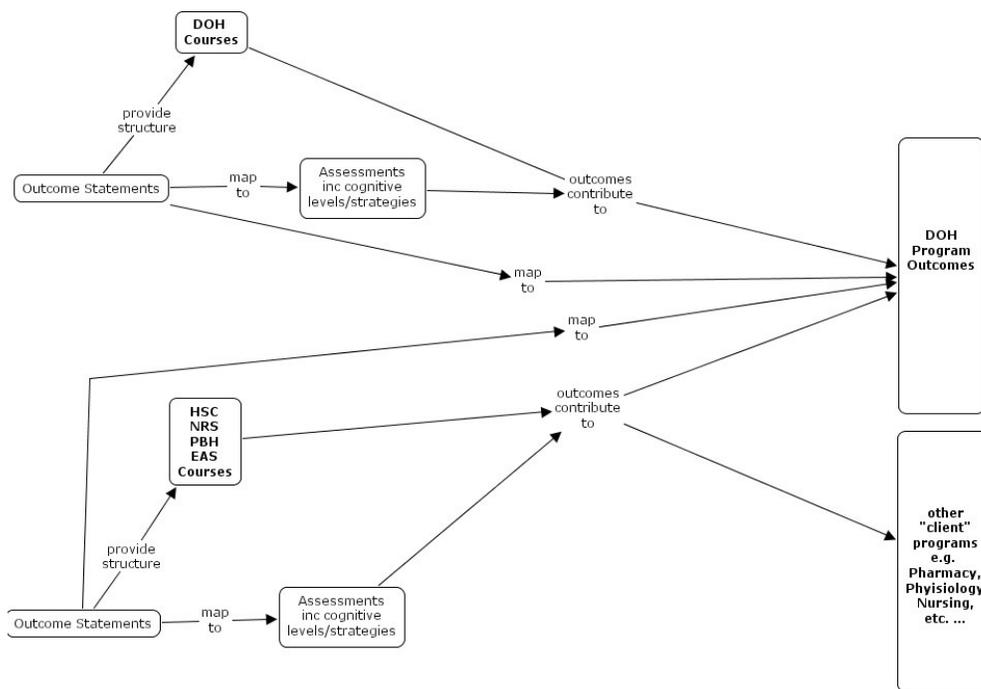


Figure 2
DOH example of interdisciplinarity in foundational and generic courses

The need to document and track curriculum information in the interdisciplinarity case emerged during recent discussions with the Course Convenor for 1501EAS Chemistry⁶. It was noted that there were 800+ students enrolled in this course, representing as many as 27 different programs. Each of those “client” programs may or may not have the same expectations concerning what their students should learn in this course, what types of examples of foundational concepts are appropriate, what assessments are given, and so on. Inevitably, in such situations, concerns should arise about where the efficacy of combining students crosses a threshold of feasibility. Discussions informing decisions about when it may or may not be efficacious to use interdisciplinary teaching can be better informed if expectations about what should be learned are documented and made easily accessible. If curriculum needs and expectations are transparently available prior to these discussions, issues of teaching workload can be separated and remediated with appropriate strategies, without becoming entangled with issues of curriculum.

Evaluation and Continuous Improvement

Unless strong evaluation strategies are planned and documented, it will not be possible to ensure that Vision and Missions are being achieved as intended. Having the curriculum information easily accessible and viewable within the database facilitates timely evaluation activities, at both course and program levels. The position of Evaluation in relation to Strategic Positioning and the elements of the curriculum as will be contained in the curriculum database were illustrated in Figure 1. Other evaluation information from sources such as student evaluations of teaching and student evaluations of courses⁷ can be triangulated and discussed in context with the curriculum documentation. The database will provide a rich source of information for execution of annual program monitoring and stocktake evaluations as specified in the University's Program Evaluation policy⁸. Stocktake evaluations may be triggered by summative indicators such as course demand, student progress rates, employment outcomes, study outcomes and a number of subcategories of graduate perceptions⁹. It is arguable that these indicators can be positively leveraged by internal formative evaluations, and in particular formative internal evaluations of curriculum by teaching teams accessing, critiquing, and revising curriculum information via an electronic curriculum housed in a purpose-built database.

Horizontal Balancing and Vertical Integration of Content and Competencies throughout Programs

Horizontal balancing requires identification of generic¹⁰ and content specific¹¹ competencies to be achieved across the courses that make up the program. To achieve this requires collaboration between course convenors in terms of identifying redundancies and gaps in content, and ensuring concurrent and continuous opportunities to apply generic competencies.

Vertically integration requires a progression of outcomes across succeeding years of a program, which leads from basic levels of knowledge to higher levels of context specific understanding and application^{12, 13}.

A curriculum database, capable of identifying and sorting course level outcomes can generate reports that identify redundancies and pinpoint gaps in content coverage across the program. Classification (by verbs used) of course level learning outcomes by cognitive level, will enable course-level learning outcomes to be sorted and examined for patterns of vertical integration across courses throughout the program.

An explicitly well integrated program not only ensures quality, but ensures learning benefits for students if they are also able to see the patterns which have been built into their program. For example, if the database interface provided hyperlinked access to related course outcomes in later years, either in terms of related concepts or higher-level application to be achieved in the later semesters of the program, this would support student schema building¹⁴ and engagement¹⁵. Typical student queries such as "Why are we learning this stuff? (in 1001XXX)" could be immediately answered by students and instructors with "Because later on it will make sense in 3001XXX."

Identification and Integration of Learning Resources

The Review of Flexible Learning at Griffith University identified "a clear need to document and map our existing resources so that their role and place in curriculum are clear, and so that the resource investment is not lost¹⁶." The curriculum database envisioned in this specification would provide the ability to identify existing and potential resources, both in the University's own digital repository and in outside locations via the Internet. Although standards for metadata to identify learning resources over the Internet are still emerging, there is a certainty that eventual

standards will contain information relating to learning outcomes¹⁷. A key feature of the proposed database is the documentation of course learning outcomes.

Accreditation

Griffith University continues to increase the number of professional programs for which an external accreditation is required. In the example of the curriculum for the new Dentistry and Oral Health programs, accreditation processes and re-accreditation processes create a need to respond to queries from visiting accreditation teams concerning a range of curriculum information. It is likely that other programs will be placed under similar expectations by accreditors. The database specified in this document would be able to support such scenarios.

Information

The following items of data will be documented and entered into the database:

- Program Outcomes
- Course Outcomes (Learning Objective Statements)
- Course Outcomes (Learning Objective Statements) Context/Cognitive classes
- Course Assessments
- Course Assessment Strategies
- *Griffith Graduate* Outcomes in course
- Key Topics/Professional Skills

Depending upon experience in the pilot project and the emergence of future needs, the database should be extensible to include further items of information.

Input Forms

Input forms can be adapted from worksheets already used in the DOH curriculum redevelopment project. These worksheets were completed at the course level, and contained fields for identifying or describing all of the above items of data (except for Griffith Graduate outcomes), including cross-referencing where required. The pilot database could be quickly populated with data from these sources. Griffith Graduate outcomes would be added to the design of the database, and this information can be easily obtained from Course Outlines for the purposes of the pilot project.

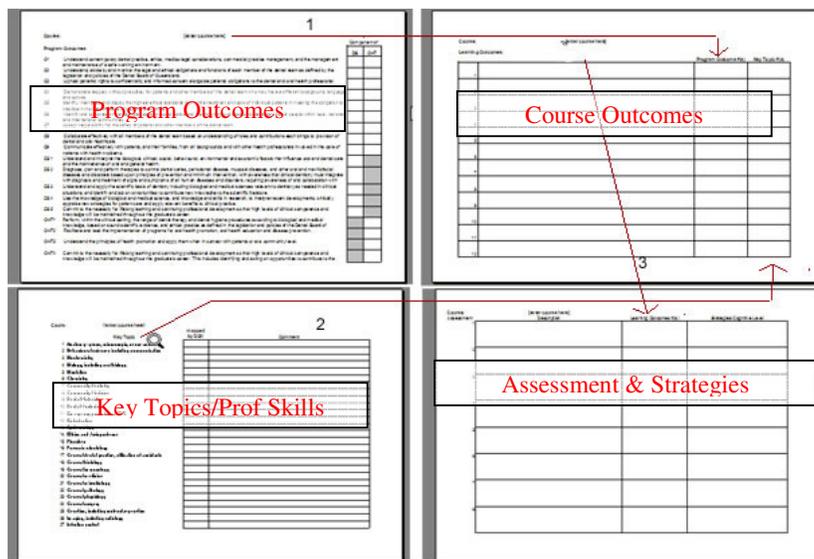


Figure 2
Worksheets used to capture data during DOH curriculum redevelopment project

Queries and Reports

Information from the database would be accessed via the Internet in formats generated in either customised queries and/or standard report formats, depending on the needs and perspectives of stakeholders.

The database could generate reports such as

- Course Outlines
- Program Outcomes by Course
- Learning Outcomes by Key Topics/Professional Skills
- Graduate Outcomes by Program

Access and Permissions

Access to view, edit data, and generate reports would be determined by defined roles. These would be modified based on experience in the pilot and might include:

<u>User Role</u>	<u>Access</u>
Student/ Visitor	view course by programs view course learning outcomes by course view course learning outcomes by context/cognitive class
Teaching Staff	view course by programs view course learning outcomes by course view course learning outcomes by context/cognitive class view course learning outcomes by programs
Course Convenor	View course by programs view and edit course learning outcomes by course view and edit course learning outcomes by context/cognitive class view course learning outcomes by programs
Program Convenor	view and edit course by programs view and edit course learning outcomes by context/cognitive class view course learning outcomes by programs

Summary of Need and Specification

Database technologies can be invaluable tools for managing curriculum delivery and continuous improvement. A number of use cases have been described and justified in terms of the literature and the strategic needs of the University. The basic architecture of how such a database can be structured and an opportunity to pilot it and refine it before deploying it across the University has been identified.

~Marty Fletcher,
Educational Designer
Educational Products & Services
March 30, 2005

NOTES

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Griffith University

EPS: Proposal Brief

Project ID: *Cur_db*

Project Title: Curriculum Database

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1. DOCUMENT IDENTIFIERS

Recommendations:	Proceed to development of curriculum database using data from curriculum documentation recently developed for the Bachelor of Oral Health in Dentistry, and the Bachelor of Oral Health in Oral Health Therapy, and training School of Dentistry and Oral Health to operate a pilot of the tool
Life-span of document:	indefinite
Document location:	I:\EPS_MIS\project_deliverables\documentation\FL002_proposal
Document prepared by:	Marty Fletcher

2. PROJECT IDENTIFIERS

2.1 Project Overview

Project ID:	Cur_db
Funding:	tba
Grant:	N/a
Title:	Curriculum Database
Course code/s:	N/a
Objectives:	Create and pilot a database which contains and provides transparent access to course and program level curriculum data, for teaching, learning, planning, and continuous improvement activities.
Estimated expenditure:	\$14, 000
Governance:	Steering committee comprising leadership from School of Dentistry and Oral Health (DOH), 1 representative from GIHE, and FLAS (Marty Fletcher)

2.2 Key Participants

Client::	[?]
FLAS contact person:	Marty Fletcher
EPS team:	Health/Science
Executive:	Regina Obexer, Mgr EPS, and Phil McDonald, Team Leader Health/Science

2.3 Client Contact

Client name:	(for pilot) Peter Westwood, Exec.Off.,Medicine/Oral Health
Email:	Peter.westwood@griffith.edu.au
Office location:	G02 1.09
Phone:	555 28245
Fax:	29197

2.4 Project Stakeholders

Name	Role	Contribution
Regina Obexer	Manager, EPS	Project Executive
Prof. Newell Johnson	Dean, School of Dentistry and Oral Health	Pilot sponsor
Peter Westwood	Exec.Off., Medicine/Oral Health	Liaison with DOH Leadership and Teaching Staff
Marty Fletcher	Educational Designer	Project management specifications, revisions and evaluations, liaison with other stakeholders and audience members
TBA	FLAS EPS Web builder/s or Multimedia Developer/s	Develop and refine curriculum database from specifications and evaluations
TBA	INS CTI DBMS	Ensure development is optimised to function within University's production environment on deployment
GIHE	Expertise	Advise on Development and Evaluation

3. NEEDS ANALYSIS

3.1 Target Audience

Members of the target audience will include:

- Students
- University, Faculty and School Leadership
- Program Convenors
- Course Convenors
- Tutors
- SAOs
- EPS Educational Designers, Multimedia Developers and Graphic Artists
- Visiting Professional Accreditation Teams

Each of these audience profiles may have different motives for accessing and maintaining the information to be stored and maintained in the database. The levels of permissions given to access, compile and modify curriculum database information will be adapted to the needs of these varied roles.

The web-based interface will be designed and created based on an assumption that users will have a moderate baseline skill levels for navigating, entering data, and saving/printing documents through one of the commonly used Internet browsers.

3.2 Problem Definition

Curriculum information is mission critical for the teaching and learning operations of the University. Easy access to this information offers benefits of efficiency, quality management, and pedagogy to each audience profile within the target audience. Current arrangements do not provide for timely and transparent availability and processing of the mission critical information.

3.2 Current Processes & Tools

At present curriculum information resides in various separate documents (e.g. program catalogues and course outlines), of which versions proliferate throughout the GU Web and various local network directories under widely varying conventions. Responsibility for the information at different times is distributed across various Leadership, SAOs, Program and Course Convenors at various times within various Schools of the University. Current initiatives aimed at alleviating some of the issues cause by some of the problems include The Course Outline Project, which aims to improve the quality and standardise the format of Course Outlines; (see https://qplace02.domino.gu.edu.au/QuickPlace/iin-course-outlines-project/Main.nsf/h_Toc/C0AFC25313F7C1564A256EEB002424FD/) and GIHE's Graduate Skills tracker, which is well conceived for a narrow purpose of mapping and tracking only one category of information, *Griffith Graduate* attributes, by course code and program (see <http://www.peerreview.com.au/gihe/gsm/index.cfm>)

3.3 Task & Instructional Analyses

The University lacks a single efficient strategy and infrastructure for access, maintenance and use of its fundamental curriculum information by a wide audience with diverse needs. Use cases for the proposed database include:

- Tracking contributions to program outcomes from foundational courses which are shared by different programs.
- Evaluation and continuous Improvement
- Horizontal balancing and vertical integration of content and competencies throughout programs
- Identification and integration of learning resources, and
- Schema-building pedagogical benefits for students
- Accreditation

More detailed elaboration on these use cases is contained in the appended document "Specifications for Proposed Curriculum Database."

3.4 Project Scope

The project would develop a relational database to be populated with values for curriculum variables of Program Outcomes; Course Outcomes (Learning Objective Statements, including classes of context and cognitive levels); Course Assessments including Assessment Strategies; *Griffith Graduate* Outcomes; and Key Topics/Professional skills. The database design would be extensible and customisable to accommodate diverse and emergent needs of different Faculties and Schools of the University.

Data would be input and maintained by the appropriate users through a web-based interface. Users will also be able to use the web-based interface to generate reports and create queries that meet their needs.

A 1-year pilot would be run based on data already largely assembled by the School of Dentistry and Oral Health during its ongoing curriculum redevelopment work being completed for accreditation purposes.

3.5 Anticipated Benefits

Benefits can be identified and classified by audience category

Audience	Benefit/s
Students	Pedagogical: Engagement and empowerment to assist schema formation in cognitive domains throughout program
University, Faculty and School Leadership	Quick access to program and course level instructional information, can see status of work for new program development and program revisions
Program Convenors	Can quickly access and manage of alignment course level outcomes contributing to their program outcomes. Information facilitates reflective discussions with course convenors. Contributes to University's interdisciplinary vision. Provides Program convenors with ready resource to explain program requirements and sequencing to students.
Course Convenors	Can see and understand total context of current students' program demands by year and semester, can collaborate more effectively in community with other course convenors and program convenors who rely on their courses.
Tutors	Can learn fundamental elements of educational design and identify and review the contributions expected from their time with students. Can frame queries to Course Convenors with the intended educational design framework.
SAOs	More efficient version control, can quickly extract needed data for creation and revision of course outlines and program catalogues. Can empower students who have queries about program structure to answer their own queries.
EPS Educational Designers, Multimedia Developers and Graphic Artists	Can critique and provide guidance on quality of program and course level outcome and assessment constructions, can suggest strategies and resources, can structure content, can suggest adaptation and reuse of existing resources across courses. Can identify opportunities for innovation in the way the LMS is used across programs.
Visiting Professional Accreditation Teams	Can access relevant queries, e.g., alignment of GU program Outcomes with current industry expectations of graduates; inclusion of topics and competencies recognized by particular professions. Also communicates underlying resourcing and commitment of the University to ongoing continuous improvement in all of its professional and higher education programs.

More detailed elaboration on these envisioned benefits is contained in the appended document "Specifications for Proposed Curriculum Database."

3.7 Constraints

The database resource, if rolled out across the University, must be deployed strategically as each element adopts it. This will require that each School develops, implements and continues to own, at all levels, procedures which exploit the benefits for the audiences described. In the case of the pilot program proposed with DOH, the School has developed a Program Evaluation Strategy which proscribes procedures for the regular review and discussion of curriculum efficacy by groups of Program Convenors, Year and semester groupings of Course Convenors, and professional advisors from industry.

3.8 Dependencies/ Derivations

As mentioned in 3.7, the school of Dentistry and Oral Health si relying heavily on the development of this database to develop Year 3 and the Graduate years of their program curriculum, both to support teaching and learning quality and continuous improvement, as well as ongoing accreditation documentation demands.

4. PROPOSED DEVELOPMENT

4.1 Solution Definition

4.1.1 Recommended Solution/s

4.1.1.1 Database Development

This proposal recommends the development of *Cur_db*, a relational database with secure web-based browser access and interactivity that will be capable of storing, updating, accessing, and utilising the University's curriculum information. The database should be developed and implemented by FLAS, wherever possible using existing network and Internet infrastructure and applications. This new solution will improve upon current curriculum information documentation and processing by creating and controlling a central version of fundamental curriculum parameters at levels of programs and courses, from which the information can be extracted for various operational needs by various audiences who must work with the information for administrative, teaching and learning, and continuous improvement reasons.

4.1.1.2 Pilot of Database within School of Dentistry and Oral Health

A further recommendation is to take advantage of a current opportunity, in conjunction with the School of Dentistry and Oral Health (DOH), to populate the database and pilot its deployment over the next year.

4.1.1.3 Evaluation and Dissemination of Pilot Results across University

Formative and summative evaluation of the pilot experiences will be compiled, published and disseminated across the University.

4.1.2 Priorities & Timeframe

Suggested milestones and completion dates are:

Milestone	Start	Completion
<i>Cur_db</i> Database specification: Data elements, classes, reports and queries, Web-based interface, architecture, user roles.	18/4/2005	29/4/2005
Develop database tables, relationships, queries and reports	2/5/2005	16/5/2005
Develop interface for data entry, data editing, report & query requests,	2/5/2005	3/6/2005
Develop pilot user manual and training materials for all audience categories	6/6/2005	19/6/2005
Data entry: populate with existing data from Years 1 and 2 of the Bachelor of Oral Health in Dentistry, and the Bachelor of Oral Health in Oral Health Therapy curricula.	9/6/2005	23/6/2005
Year 3 DOH data added to <i>Cur_db</i>	15/5/2005	30/6/2005
Sem 1, 2005 Curriculum Reviews and updating utilising <i>Cur_db</i> reports and queries by DOH within their curriculum evaluation processes and groups.	26/6/2005	23/12/2005
Sem 2, 2005 Course Outlines to be updated (copy and paste reports of course outcomes and assessment data) from <i>Cur_db</i>	1/7/2005	15/7/2005
Sem 1, 2006 Course Outlines to be updated (copy and paste reports of course outcomes and assessment data) from <i>Cur_db</i>	21/11/2005	14/2/2006

Milestone	Start	Completion
Sem 2, 2005 Curriculum Reviews and updating utilising <i>Cur_db</i> reports and queries by DOH within their curriculum evaluation processes and groups.	28/11/2005	1/7/2006
Evaluation of <i>Cur_db</i> Pilot (continuous formative evaluation, with summative report)	26/6/2005	15/7/2006
Publish Evaluation of <i>Cur_db</i>	18/7/2006	18/7/2006
Consultation across University; Identification, funding, planning and scheduling of further Faculty/School deployment opportunities	18/7/2006	30/11/2006

4.1.3 Standards & Quality Assurance Practices

- This project will take advantage of synergies with the DOH Curriculum Redevelopment Projects
- The Steering Committee for *Cur_db* will report both to Manager FLAS EPS and to the DOH Education Committee.

4.1.4 Initial Communication Plan

Party	Information required	Information provider	Frequency	Method of communication
All Stakeholders	Sharing of ideas and insights	All	As arises	on Discussion Board in DOHCur org site
<i>Cur_db</i> Steering Committee	Any problems or delays to achievement of milestones	As appropriate	As arises	Email to all stakeholders, cc on Discussion Board in DOHCur org site
DOH Education Committee	Monthly Report	<i>Cur_db</i> Steering Committee	Monthly	Oral reports at Monthly Education Committee Meeting
EPS Executives	Monthly Report	Marty Fletcher	Monthly	Traffic Light reports/Team Meetings
University Faculties and Schools	Evaluation Report	<i>Cur_db</i> Steering Committee	Near end of projects	Publication and promotion across appropriate University channels

4.1.5 Final Deliverable/s

- Operational Curriculum database, including web-based interface
- User manuals and training resources
- Evaluation, including account of pilot successes and failures

4.1.6 Project Success

The Web-based database will log user statistics, including #s of logins, profiles of users, and reports/queries generated. This quantitative data will give an indication of the level of uptake of the database system.

The evaluation will also observe processes in which the database is used (or not used) by key individuals in the pilot including students, SAOs, and DOH Program and Course Convenors as they conduct their curriculum reviews. This qualitative data will provide evidence as to the nature

of any utility provided by the curriculum database, and the perceptions of the user regarding usefulness and potential improvements.

4.1.7 Resources

- Project Management
- Access to database and network infrastructure
- Database development expertise
- Educational design of user manuals and training resources
- Web development expertise
- Access to DOH Curriculum Evaluation processes and participants
- Evaluation data collection and analysis

4.1.8 Funding

Approx \$14,000 existing budget earmarked for database development in relation to Griffith Graduate Attribute tracking

4.2 Product Awareness, Training, Maintenance & Evaluation

4.2.1 Product Awareness

DOH School leadership and teaching staff members are already enthusiastic about the benefits of having a curriculum database at their disposal. Upon conclusion of the pilot, if results indicate and justify wider deployment throughout the University, the evaluation study will provide a ready source of information and discussion to support wider adoption.

4.2.2 Training

Training and resources for all audience categories are included in the pilot, and will be continuously improved from the pilot experience.

4.2.3 Maintenance

Maintenance on the technology, security and interface needs of the database should be supported as they arise by the appropriate elements of INS. Maintenance of database information should be carried out by those in the appropriate School, Program and Course roles. If the database is going to be used by DOH beyond the pilot program period, and or adopted by other Faculties/Schools within the University, INS Work Planning should include budget provisions for database maintenance in its annual cycle, if appropriate, in negotiation with the Faculties/Schools.

4.2.4 Evaluation & Testing Procedures

The pilot evaluation is addressed as a deliverable above see (4.1.5).

Testing of the database application and interface as it is developed is part of the project planning and will be informed by the inclusion of a member from INS CTI DBMS within the stakeholder team.

4.3 Initial Risk Analysis

4.3.1 Risk Log

Risks identified:					
No.	Description of risk	Date raised	Probability	Impact	Risk cat.
1	Dependency on complementary process implementation	Project proposal	high	high	
2	Lack of resourcing for ongoing support	√	high	medium	
3	Technology adoption barriers for academics	√	medium	medium	

Risk management:			
No.	Action	Owner	Status
1	This is not a problem for the pilot, because a process has been developed by DOH, but would need to be considered by other schools which might adopt the tool	FLAS	
2	If the pilot is successful, the needs and roles of FLAS and Schools towards support of the tool would need to be documented and clearly communicated	FLAS	
3	Training materials and support strategies are built into the project deliverables	FLAS, DOH	

Legend: Status=Live (active risk) / Dead (inactive risk) / Immediate (risk is in effect)

4.3.2 Risk Matrix

↑ PROBABILITY	High		2	1
	Medium		3	
	Low			
		Low	Medium	High
		IMPACT →		

Low Risk
 Medium Risk
 High Risk

5. QUOTATION

Based on the information supplied, the estimated cost is as follows:

Task	Role	Hrs	Rate	\$
Curr_db specification	Educational Designer	6	61	366
	Database Developer	6	49	294

(table continues)

Task	Role	Hrs	Rate	\$
Develop db structure: tables, relationships, queries and reports	Database Developer	40	49	1960
Develop Interface, including testing	Database Developer	10	49	490
	Educational Designer	16	61	976
	WebBuilder	40	42	1680
	Graphic Designer	24	49	1176
Develop user manual and training materials	Educational Designer	16	61	976
	Graphic Designer	40	49	1960
	Administrative Staff	8	39	312
Data entry	Administrative Staff	16	39	624
DOH Staff Training	Educational Designer	8	61	488
Evaluation	Educational Designer	40	61	2440
	Product Manager	4	71	<u>284</u>
				\$14,026

APPENDIX A: Glossary

Terms	Definition
EPS	Educational Products and Services.

APPENDIX B: Version Control

Version no.	Issue date	Nature of amendment	Editor/s

APPENDIX C: Sign-off

Role	Name	Signature	Date